

THE

Connecticut Common School Journal,
AND
ANNALS OF EDUCATION.

EDITED BY RESIDENT EDITOR.

VOL. XI. NEW BRITAIN, OCTOBER, 1863.

No. 9.

PENMANSHIP.

THE acquisition of a neat and plain style of penmanship is so desirable that we feel it deserves more attention than it now receives in most of our schools. It is true that some time, daily, is devoted to the exercise of writing, but in too many cases, there is no regard to system or science. The boys and girls spend a few minutes in writing, but make little or no improvement, because they have no definite idea of what is to be done.

In order to teach penmanship successfully, the teacher must
1. Cultivate a correct taste as regards the formation of letters.

2. Awaken a desire to improve in every effort that is made.

With these two points secured, and with proper attention to the details of the exercise, improvement will be made daily.

As a good "hand writing," is exceedingly desirable, we feel that teachers should take special pains to impart it to all their pupils, so far as possible. Within a few months a very valuable work has been published in which the most

explicit directions and instructions are given. From this treatise,* we give a chapter explanatory of the foregoing cut. We believe a careful study of the following extract will be of great value to teachers:

ELEMENTS AND PRINCIPLES.

"Words are represented in writing by a single letter, or by a combination of letters. Letters are complex; they can be resolved into forms common to several of them; thus the form repeated in *u* is found also in *i* and *w*; or, they are expressed by one such form as *j*, found in *g* and *y*. In some there are parts not found in any other.

These forms also may be analyzed. On examination, they are found to be combinations of simpler forms susceptible of definition.

We find then, that there are two stages in our analysis; the first resolving the letters into forms common to several, and discerning the forms peculiar to the individual; the second stage separating these forms into still simpler ones, common to several, and from the combination of which they result. For instance, take the written letter *n*. We notice that the two parts are unlike, that the first form is found in *m*, and that the last form is found in *n, p, h, &c.* This is the first step of our analysis; we have distinguished two common forms. We now pass to the examination of these forms themselves. They are evidently compound. The first begins with a line gently curving to the right; next comes a comparatively sharp curve or turn; and thirdly, a straight line: while the second form begins with a curve, turn, and straight line like the former; but the straight line terminates in a curve the reverse of the previous one; and this is carried up in a curve the reverse of that with which the form commences.

Two questions here naturally arise. First, how shall we name the results of these two stages of analysis, so as to distinguish them? Secondly, are the results of our last analysis

* *MANUAL OF PENMANSHIP*, published by Crosby & Nichols, Boston.

referable to any standard forms by which we can correct them in practice?

First, then, as to the naming. We prefer the terms Elements and Principles. They have been objected to, but without any sufficient reason. The words are, in fact, synonymous. Element is the name given to that substance which chemical analysis can no longer resolve. A principle, as the derivation of the word shows, is the beginning, that which is first taken in anything. Hence it seems quite correct to name the different parts of the letters which are common, Principles, and the different common parts of the principles, Elements. Thus we arrive at the general rule,—Letters consist of principles, and principles consist of elements; or, the union of elements forms principles, the connection of principles forms letters. This is stated generally, for we sometimes find a single principle with the addition of an element, and perhaps some peculiar mark, constituting a letter.

In answer to the second question we reply, The elements which are used in union with one another to form the principles, and in connection with the principles to form the letters, are the straight line and four forms derived from an elliptical oval, whose breadth is half its length. There are a few exceptional forms, such as the dot to the *i*, the horizontal line crossing the *t*, the dot to the *b*, *v*, *w*, *r*, and *s*, the cross of the *f*, and the lower loops of *f* and *z*. Since these are either not found in the straight line and oval, or are used in individual letters, it is more simple to treat them as exceptional, without classing them among the elements or principles.

In the Elements, Plate I, 1 is the straight line.

The following divisions of the Oval are to be made, in order to obtain the other elements. (See elements, Plate I.) Draw the long diameter of the oval. Cut off two portions of the oval, each one fourth its length, by straight lines at right angles to the diameter. We have then the four remaining elements as numbered in the figure.

REMARK.—These elements, thus derived from the oval, are the absolute or ideal standard. They are used in the *o*, and in parts of the oval letters, *a*, *c*, *e*, without change. Their most common form, however, is a *modified* one, for purposes of combination. In examining Principles 1 and 2, the straight line and connecting lines are found to be three fourths of the vertical height; the curve of the turn, one fourth. Again, we observe that the left side of Element 2, and the right side of Element 5, in the oval, besides being thus shortened, are modified to combine with the straight lines; and that their right and left sides respectively in the oval, besides being lengthened, are modified to suit the increased slope of the connecting lines. Since this occurs in no less than *twenty* letters and upwards of *thirty* times, we present Elements 2 and 5 in this modified form. Elements 3 and 4 are commonly used for connecting lines; their most common modification is in change of slope.

We have been induced to give this elaborate derivation of these two elements from the oval, because we believe that the *oval turn* in writing imparts the highest character of beauty, is less susceptible of perversion than any other, and is therefore destined to endure when the angular turn and all modifications of it, however skillfully disguised or loudly pretentious, shall have had their day. Our system alone preserves this beautiful turn. We base its claims to consideration on the fact. The analysis now generally given by others is, that the *i*, for instance, is formed by two lines, the straight line and the right curve; the turn—when they condescend to mention it, which is not always the case—which results, may be seen in angular turns, Plate I. In rapid writing, this almost invariably degenerates into an angular and consequently illegible style.

The elements, then are, as follows (see elements, Plate I.):
Element 1. The straight line, written by a downward movement, having the main slope of the writing, except in the *x*, where it has the slope of the connecting lines, and *t*, where it is horizontal.

Element 2. The lower curve modified as described used for lower turns.

Element 3. The right curve, and

Element 4. The left curve, used for connecting lines, sides of loops, &c.

Element 5. The upper curve, modified as described, used for upper turns.

ANALYSIS OF THE PRINCIPLES.

From these five elements six principles are formed.

The slope we have adopted is, for the main lines, 50° from the base line; for connecting lines, 35° from the base line.

NOTE.—E. is used for Element, P. for Principle, c. l. for connecting line, and m. for modified.

$$P. 1 = E. 1 + E. 2 + E. 3. c. l.$$

This principle (Fig. 1, Principles, Plate I.) is formed from the straight line, the lower curve, and the right curve as connecting lines. It occurs in nine letters, *i, u, w, a, r, t, d, l, b*.

REMARK.—E. 1 is three fourths the length of the principle, and has the main slope. E. 2 is one fourth. E. 3 is carried to the level of the first stroke, and has the c. l. slope. It occupies three fourths. The height of the principle is one space.

This analysis gives all the elements of the principles. By some modern theorists, and with no slight assumption of superiority, it has been resolved into a straight line and the right curve, without any mention of a turn; but the insufficiency of this will be seen at once by a glance at the angular turn. An angle, instead of a curve, must be the necessary result of a junction of the line and curve.

$$P. 2 = E. 4, c. l. + E. 5 + E. 1.$$

This principle, Fig. 2, is formed from the left curve as connecting line, the upper curve, and the straight line. Its height is one space. It will be observed that P. 2 is P. 1 inverted; it is often called the inverted form of the first. The principle occurs in three letters, *n, m, z*.

The remarks made on P. 1 are applicable here; their repetition is therefore unnecessary.

$$P. 3 = P. 2 + P. 1$$

$$= 4, c. l. + E. 5 + E. 1 + E. 2 + E. 3 c. l.$$

This principle, Fig. 3, is formed from the left curve three fourths, as c. l., the upper curve one fourth, the straight line one half, the lower curve one fourth, and the right curve three fourths, as c. l. Observe that the first c. l. begins from the base line, and the second c. l. is carried to the top of the space. Its height is one space. It occurs in nine letters, *n, m, v, w, x, p, h, k, y*.

This principle may be resolved into the second and first, omitting part of the straight lines of each, so as to keep it of the same size as each of the others.

$$P. 4 = \text{oval modified.}$$

This principle, Fig. 4, is formed by a modification of the oval. It is begun far enough over at the top to enable the right curve, changed from the middle of the space to a straight line, to meet it. It is the oval with a pointed nose projecting to the right at the top. It occurs in *a, d, q, g*.

REMARK.—The top of this principle is horizontal. The slope is not changed, though it appears to be, owing to the angular projection. The oval receives this modification as the most convenient and elegant method of adapting it to combine with a straight line. If the oval on the main slope was used, it would be necessary to carry the pen over and return upwards on a hair line, a very inconvenient operation, or leave the letter open at the top. If the oval is written with increased slope, it has to be flattened on the right side, and the harmony of the writing is in both respects injuriously affected.

$$P. 5 = E. 3 c. l. + E. 3, m. + E. 5, m. + E. 4, m. E. 1.$$

This principle (Fig. 5) is four times the height of the principles already analyzed. (See Scale of Length.) It begins with E. 3, as connecting line at the slope of 35° , to one third the height, which is then modified in slope so as to form a similar curve with E. 4, on the other side of an imaginary straight line drawn on the main slope. The turn at the top is E. 5, modified to combine with the two curves. The

brodest part of the loop thus made is at one fourth from the top of the letter; its width is half a space. In practice this will be found to equal the width of the *o*. This principle ends with E. 1. As this is one fourth the height, and the loop occupies two thirds the height, there is room in the interval for a slight bend to join E. 4 and E 1. Compare the two representations of this principle in Fig. 5, and the Scale of Lengths. It occurs in six letters, *h, k, l, b, f*, and long *s*.

$$P. 6 = E. 1 + E. 3 \text{ m.} + E. 2 \text{ m.} + E. 4 \text{ m.} + E. 4, \text{ c. l.}$$

This principle, Fig. 6, is P 5, inverted. The remarks on P. 5 apply equally here, and need not therefore be repeated. This principle is found in five letters *j, g, y, z*, and long *s*."

For the Common School Journal.

SCHOOL SUPERVISION.

ONE of the most efficient means for elevating and improving the condition of our schools is an efficient and thorough supervision. The plan now in operation in our State, though not perfect in all its details, is doing very much toward raising the standard of our schools. We think that time has shown that the state acted wisely when it placed the supervision of the schools in the hands of the towns instead of school societies. In many of the towns the acting visitors are doing a good work for the cause of popular education. They are laboring earnestly to make our schools "good enough for the best and cheap enough for the poorest," and the result of their labors is seen in the improved condition of the schools and the awakened interest manifested in the communities where they serve. They consider their office as something more than a mere form. To them school supervision means earnest work. They labor to diffuse correct knowledge on the various topics connected with the welfare and improvement of the schools. Society owes much to such men, and it would be well if every town could be blest with the labors of men equally earnest. But such is not the case. In some towns no real supervision exists.

The *forms* are complied with but the *spirit* is wanting. A dull monotony takes the place of life, energy, and activity. The schools as a consequence are very likely to be dull, spiritless affairs, contrasting strongly with those of other towns where the true spirit is manifested in everything that pertains to the supervision of the schools.

It is the duty of the board of examination to see that no incompetent person is placed in the responsible position of a teacher. This is of primary importance, for if we do not have the right teacher in the right place, but little can be accomplished. Supervision to be effectual should bring into public notice those teachers that prove themselves qualified, active and energetic. In this way the public may be made acquainted with the best teachers, and their services can be secured by those who are willing and anxious to employ good teachers. In this way the teacher's profession might be cleared of its chaff, and the wheat only remain. Much more attention ought to be paid to this point in the various town reports. If these reports could be printed and circulated, a lasting benefit might be conferred upon the cause of education in the state. Let these reports be made faithfully and impartially, and circulated for the benefit of all. Another noticeable feature of a thorough supervision, is the interest it awakens in favor of suitable school-houses. In many towns in our state are to be found good school-houses that are monuments of the energy and perseverance of the school visitors. The school visitors in their visits to the various schools, in their reports, and in the public meetings they may hold, have an opportunity to diffuse much useful knowledge in regard to school-houses and various other topics connected with education. The earnestness they manifest in this is a proof of the deep interest they take in the welfare of the rising generation. The zeal, energy and wise counsel of those whose business it is to superintend the public schools, often does much to aid and encourage the faithful teacher in his hours of greatest trial. The writer has at times been greatly assisted in this way, while at other times and in other places, he has felt its need. Such has been the experience

of many. Another feature of a thorough supervision is the making of proper rules and regulations for the government, discipline and studies of the school. Too much care can not be bestowed upon this point. The success of the school depends to a great extent upon judicious regulations. This matter is left with the board of visitors and it should receive their earnest, thoughtful consideration. It is, however, frequently left untouched, and as a consequence, no general plan of classification, arrangement and instruction exists. This is to be regretted, as much more can be accomplished when there is a general system than where everything is left to the will of the teachers or the caprices of parents. One marked error exists particularly in our mixed schools. Too many classes are made, and as a consequence much valuable time is wasted. This the visitors can remedy, and it should receive prompt attention.

In view of all the benefits to be derived from a thorough supervision, the friends of education should see that men whose rule of action is progress, and whose motto is work, should be placed on the board of education. It is not the place for men who believe that no improvement can be or need be made in our schools. The person who believes a thing should always remain unchanged, because it once existed, is not a wise counsellor for the present age and crisis. We want no fossil men. They may do for curiosities, or they may serve a purpose as relics of the past; but so far as the great objects of life and education are concerned, they are dead weights that men of progress have to drag after them. Give us "men of thought and men of action," men that will "be up and doing," and improvement will be the watchword of the community where they serve. In no other way can we carry forward the good work so well begun by our fathers.

A TEACHER.

CANTERBURY, Sept. 15, 1863.

HOW TO INTEREST PUPILS IN THEIR STUDIES.

THE studies of the school must form the grand centre of interest to all concerned, and it is useless to attempt to interest pupils in anything else than the appropriate work of the school. It is all very well that occasional exercises of a lively character are introduced, and made attractive; for they serve to refresh the mind by way of variety. But from the moment when a teacher first enters a school, the idea should prevail among the pupils, that work—school work—is the order of the day. This will relieve the teacher from the correction of much incipient mischief, for the youthful mind is active and needs employment; it is impatient of restraint when it has nothing to do, and the surplus of youthful spirits will best be washed off by immediate and constant occupation. It is a mistaken policy to wait and see to what extent pupils will apply themselves voluntarily, in order to ascertain who must be made to study and who will do it without urging. But the teacher should not attempt to drive his pupils to study. He should rather lead them. If he sets himself immediately to work, and interests himself personally in their duties, there will be very few pupils who will not follow him with alacrity. There are innumerable opportunities daily for the teacher to manifest his interest in his pupils, and to perform various offices of kindness that will attach them to him by ties they will be unwilling to sever by any faltering in zeal, or dereliction in duty, on their part. Such a course establishes, on the part of the teacher, a kind of magnetic influence over the school, which affects even drones and refractory spirits.

After the school has become so engaged that it "swarms with work like a bee-hive," the continuance of such a spirit will depend very much upon the ability of the teacher. He must, by his own tact and ingenuity, so govern, without apparent effort, that nothing shall intrude to disturb the harmony of the school, nor to divert the pupils from their chief interest. He must give assistance judiciously when needed;

encourage the timid, and have patience with the slow and dull ; and he must, by his own enthusiasm, throw a charm around the recitation that will make it so attractive to the pupils, that they shall not only be willing, but anxious to participate in its duties.

The teacher who makes the personal acquaintance of his pupils and their parents at their homes, will, in most cases, secure the coöperation of both in favor of all that pertains to the best interests of the school. When children see that their teachers seeks them out in a friendly way at their firesides, and that such a course is pleasing to their parents, there is in their young breasts a spontaneous desire to reciprocate the kindness by acting well their part in school.

It is a moral wrong to flatter pupils, and to attempt to gain their good will by undue praise ; but it is allowable, and often highly serviceable, to bestow judicious commendation for well doing. It gives a healthy assurance to all ; and especially encourages those who learn with difficulty, working hard for small progress, and who are quite apt to underestimate and be dissatisfied with their results. It is therefore a good policy to keep a school record, and make out regularly judicious reports, in which a fair credit shall be given for all that is praiseworthy. Adopt a system that shall give credit not only for results, but for well directed efforts ; for industry as well as for scholarship and deportment. This will give the pupil of slow powers, but of industrious habits, a chance to stand by the side of the brilliant intellect which is unfortunately associated with indolence and want of application. From considerable experience, we are thoroughly convinced that a good system of reporting, prudently and fairly used, is a valuable auxiliary to the teacher in interesting pupils in their studies.—*Mass. Teacher.*

STUDY THE CHARACTER OF YOUR PUPILS.

THE successful disciplinarian needs to be a thorough student in human nature. An ability to read the peculiarities of his pupils, will show him that, as they are widely different

in their character, temperament, and degrees of cultivation, so must his methods of dealing with those pupils be as different, and specially adapted to the circumstances of each particular case. The pupil who is dull of comprehension, diffident, and for that reason often falls short in the performance of duty, needs not so much to be driven nor urged, as to be encouraged, allured and to be borne with in patience; while the brilliant, though hot tempered, and insolent youth, who flies into a passion at the least exciting cause, and breaks over all rules and sense of propriety, will require to be met with the utmost decision, coolness, and unimpassioned reasoning. The boy of low, vulgar tastes and tendencies, and the shameless girl, must be kindly and plainly shown their great mistake, in their estimation of what is worthy and what is not; and must be led in the better way by judicious counsels and lofty motives. The malicious and unprincipled must be disarmed by the teacher's own magnanimity and integrity, and the pupil who has become prejudiced, needlessly perhaps, against his teacher, must be disabused by kindness, especially in little things. Those roguish boys and girls—good natured, but thoughtless; brimfull of fun, but meaning no harm—must not be harshly dealt with, but gently checked, and must be shown, that while there is a time and a place for all things proper, trifling with the precious time of school, with the rights of other pupils, and with the authority of the teacher, is a little too serious to be indulged in for mere sport.

Then there is another class of pupils whose management requires great tact and prudence. We mean those children who are neglected and abused at home, and whose countenances so often wear the marks of sadness and of sorrow. They need the teacher's utmost forbearance and especial compassion. To them the world seems very hard. Teacher if you can make the hours spent in the school-room the sunny portion of each day to them; if you will allow them to see a friendly smile on your countenance, though they seldom or never see one on the faces of those who have the care of them at home, you will have the proud satisfaction of mak-

ing glad their sorrowful hearts, and, furthermore, you will have their hearty coöperation in all good measures for the success of your school—*A. P. Stone.*

DEFECTIVE EDUCATION.

To form the perfect mind, there must be a full development of all the mental faculties. To give an impartial training to each power of the mind should be the aim of teachers.

But in many cases this is not done. Too often the memory is almost the only faculty that receives any share of culture. The pupil is supplied with an abundance of facts, but not with the means of using them.

But where there is an effort to cultivate the reasoning power, the proper means are not always used. Mathematics in some shape is considered to be the science for this purpose. The great mass of scholars never study anything else with a special view to this result. We would not underrate the science of mathematics, but we hold that it will not of itself, give such a development of the reasoning faculty as is necessary, in the practical affairs of life, in mathematical reasoning. The syllogistic process is indeed the same, but the premises are always certain and the result undoubted. There is no such thing as doubt or uncertainty. But how different is the case in practical affairs. Mathematical, or demonstrative reasoning, is seldom or never used, while probable reasoning is of continual service.

Again, in mathematical reasoning the truth of testimony is easily decided, while the practical man knows well that he is obliged in many cases to decide upon the truth or falsity of evidences, and also to estimate the degree of possibility of various occurrences.

In addition to this, the Taste, Imagination, and Moral feelings are neglected entirely, in most if not all of our common schools. It may be said that morals and manners should be taught at home. True, but when the circumstances of the child are such that this can not be done, should he

therefore be deprived of all such instruction and be suffered to grow up a pest to society? Shall we expose ourselves to such terrible outbreaks of an ignorant and depraved populace as recently occurred in New York? Let us learn wisdom from that impressive lesson.

The writer would suggest the addition to our present ordinary course of such studies as shall remedy the evil as far as possible. There are text-books on the "Science of Right," and the "Science of Government," which would instruct the pupil in morals, while the discussion of this topic would afford an excellent exercise for the reasoning powers. The natural sciences should also be studied to some extent. But over and above all, the teacher must be constantly on the alert for opportunities to cultivate these faculties. Make the pupil give the reason on every occasion when it is possible. The spirit of inquiry should be encouraged. Metaphysics, or the science of mind, is an excellent study for older classes. There is scarcely any study more interwoven with others and which throws more light on all branches than this.

It is well to be systematic, but at the same time, care must be taken not to be mechanical.

Let teachers be active, be earnest, be faithful in all these things, and by the blessing of Providence, their labors will be crowned with success, and "they shall in no wise lose their reward."

M.

DON'T HELP TOO MUCH.

WE believe that most teachers err in rendering too much help to their pupils. The true duty of the teacher is not to do work for the pupil, but to lead him to accomplish it himself. It is often easier for the teacher to perform a difficult problem for a pupil than to give him a few leading hints which will enable him to work it out for himself. But it is not for the pupil's good. His mind is to be benefited and strengthened by its own efforts, and not by the work of another. The teacher should constantly aim not to remove difficulties, but rather to teach his pupils how to overcome

them,—to cheer and encourage them in their endeavors, and inspire them with a suitable confidence in their own abilities. Teachers should always bear in mind that "It is not what they do for their pupils that most benefits them, but that which they lead or encourage them to do for themselves." True, instruction is not telling the pupil, but in teaching him how to learn, and when we have more of this in our schools, we shall have more practical and satisfactory results, more pupils who can **THINK** and give clear expression to their thoughts.

Much of the aid given to pupils should be indirect rather than direct; that is, they should by a few pertinent incidental questions, be led in the right direction and then left, with words of encouragement, to go alone. But while we caution teachers against rendering an excess of help, we would still more strongly caution them against the greater evil of leaving their pupils to feelings of discouragement. Inspire them with a feeling that they *can* do, and then in most cases, they *will* do whatever is judiciously required of them, but never leave them to despond or to feel that your requirements are more or greater than they have the power to meet.

DULL SCHOLARS.

IN nearly every school we shall find some pupils who are quick, prompt and intelligent, ever ready to perform all required duties; others, naturally bright enough, who are heedless and indolent; and also others whose intellects are dull and sluggish and whose perceptions and faculties are far from being keen or active. With a school composed entirely of the first class, the teacher's work would be comparatively light and really pleasant, while with one of the second class, the teacher would be constantly annoyed by habits of inattention and carelessness. But with a school of dull pupils,—those whose intentions and efforts are praiseworthy,—but whose abilities are limited, for whom it is slow work and hard work to learn,—the teacher's patience and tact will, sometimes, be severely taxed.

Now, nearly every teacher will have under his charge some of these dull pupils, and he should feel an earnest desire to do them good,—to strengthen their minds and encourage their efforts. Yet, is it not too true that this class is too much overlooked and that the teacher's labors, smiles and encouragement, are, often, all bestowed upon the bright pupils who comprehend so readily and who recite so smoothly and accurately? There is certainly nothing wrong in being pleased with those who are always prompt and accurate. Such ought to be commended for well doing,—but while the true teacher will commend and encourage the active, he will not neglect to use every proper means for cheering, inspiring and aiding the less fortunate pupils whose mental eyes are "dim," and whose mental ears are "dull of hearing."

But, asks the teacher, what can I do with these dull and slow ones? We answer:—

1. *Be kind to them.* Make them feel that you are their friend, and wish to do them good.

2. *Be patient with them.* Daily they will make blunders, and daily fall short of your wishes and expectations. But so long as they do as well as they can, be patient and hopeful. In due time you shall see fruits of your labor.

3. *Encourage them.* If they make trifling advances give them a kind word, and thus cheer their hearts and animate them for greater effort.

4. *Cause your more active and intelligent pupils to feel a sympathy for, and interest in these dull ones.* Your own example will be all-powerful in this direction.

5. *Never laugh at or ridicule their blunders.* Many a dull youth whose mental eyes were just beginning to see, has had all hope crushed out of him by the sneers or ridicule of his teacher or a fellow pupil, at some mistake or blunder.

Teacher! feel that you are in the highest and truest sense, accomplishing your noble mission, when you are leading onward, and cheering upward into the path of light and wisdom, those whose way, by nature or circumstances, is crowded with obstacles.

For the Common School Journal.

A NEW SCHOOL YEAR.

SINCE the last number of the Journal was issued, many thousands of children in Connecticut have begun a new school year. Most have gone back to school willingly; a few, we hope not many, have been compelled to go by their parents. A long vacation has made the school-room a welcome place, and the teacher an acceptable person. Books and lessons have been exchanged for play; excursions to the mountains and the sea-side by the teacher are ended, and work, steady, hard, work in school, is the order of the day for all. It seems a long time to *next* summer. Many days and weeks we must go to school before this play-time comes round again.

Well, we have enjoyed our rest, and have no right to complain if toil follows. Right to complain? the work before us is itself a pleasure, and though vacations are pleasant, we would not have them last always.

Then we should miss the return of happy children, with new books and eager minds. Then we should miss our chance of making a mark on the world through the instruction of "the rising generation." Then we should miss the reward which comes from the blessing on our name and our labors, from honorable men and virtuous women. No indeed, we have no complaint to make. Welcome rather be the return of school time and school work, since it brings back with all its cares and all its anxieties, the opportunity of doing good and the means of serving our generation as well as the means of our own growth and our own enjoyment. We envy not those who have nothing to do. So long as health and strength allow, a man has no right to be idle, and no true teacher complains that the school-bell summons him to his accustomed duties. Were he out of school he would feel an aching void which nothing can fill.

His very fingers would itch to get hold of the crayons and the pointer, and he would be stopping the children in the street to teach them geography and arithmetic.

But the beginning of a new year is a time for good resolutions. The mistakes of the past must not be repeated ; the want of due diligence must be atoned for so far as possible ; deficiencies of character must not be so glaring ; steadiness of purpose must be a more constant possession ; love of the work must be deeper, and all our efforts must be wiser and more judicious. Fellow teachers, have you begun the year with a strong conviction that you are doing a good work, and a firm faith in the results of honest, faithful teaching ?

Is the worth of a human mind and soul greater in your eyes than ever before ? Is growth in knowledge and virtue seen to be a more valuable thing than before, and are you sure that their results are valuable only as they are combined, and not as they are unnaturally divorced from each other ? Then there is enough to do, and no work is holier than yours, none gives such opportunities or yields such fruits.

Let us go to it with fresh zeal ; let us bring to it all the knowledge which vacation has furnished, and all the stores of our past experience. Let it be our firm resolve that in every respect our schools shall be better than they were last year ; better in the spirit we manifest and in the instruction we give ; better in the example we set, and in the patience and wisdom every lesson shall manifest.

WHAT IS EDUCATION.

THE true end of education is to unfold and direct our whole nature. Its office is to call forth powers of every kind—power of thought, affection, will, and outward action ; power to observe, to reason, to judge, to contrive ; power to adopt good ends firmly, and to pursue them efficiently ; power to govern ourselves and to influence others ; power to gain and to spread happiness. Reading is but an instrument ; education is to teach its best use. The intellect was created, not to receive passively a few words, dates, facts, but to be active for the acquisition of truth. Accordingly education should labor to inspire a profound love of truth, and to teach

the processes of investigation. A sound logic, by which we mean the science or art which instructs us in the laws of reasoning and evidence, in the true methods of inquiry, and in the sources of false judgments, is an essential part of a good education. And yet how little is done to teach the right use of the intellect, in the common modes of training, either by rich or poor. As a general rule, the young are to be made, as far as possible, their own teachers—the discoverers of truth—the interpreters of nature—the framers of science. They are to be helped to help themselves. They should be taught to observe and study the world in which they live, to trace the connection of events, to rise from particular facts to general principles, and then to apply these in explaining new phenomena. Such is a rapid outline of the intellectual education, which, as far as possible, should be given to all human beings; and with this moral education should go hand in hand. In proportion as the child gains knowledge, he should be taught how to use it well—how to turn it to the good of mankind. He should study the world as God's world, and as the sphere in which he is to form interesting connections with his fellow creatures. A spirit of humanity should be breathed into him from all his studies. In teaching geography the physical and moral condition, the wants, advantages and striking peculiarities of different nations, and the relation of climates, seas, rivers, mountains, to their characters and pursuits, should be pointed out, so as to awaken an interest in man wherever he dwells. History should be constantly used to exercise the moral judgment of the young, to call forth sympathy with the fortunes of the human race, and to expose to indignation and abhorrence that selfish ambition, that passion for dominion, which has so long deluged the earth with blood and woe. And not only should the excitement of just moral feeling be proposed in every study, the science of morals should form an important part of every child's instruction. One branch of ethics should be particularly insisted on by the government. Every school established by law should be specially bound to teach the duties of the citizen to the State, to unfold the principles of free in-

stitutions, and to train the young to an enlightened patriotism.—*Dr. Channing.*

The object of the science of education is to render the mind the fittest possible instrument for discovering, applying, or obeying the laws under which God has placed the universe.—*Wayland.*

We regard education as the formation of the character; physical, intellectual and moral; as the process by which our faculties are developed, cultivated and directed, and by which we are prepared for our station and employment, for usefulness and happiness, for time and eternity.

W. C. Woodbridge.

All intelligent thinkers upon the subject now utterly discard and repudiate the idea that reading and writing, with a knowledge of accounts, constitute education. The lowest claim which any intelligent man now prefers in its behalf is, that its domain extends over the three-fold nature of man; over his body, training it by the systematic and intelligent observance of those benign laws which secure health, impart strength, and prolong life; over his intellect, invigorating the mind, replenishing it with knowledge, and cultivating all those tastes which are allied to virtue; and over his moral and religious susceptibilities also, dethroning selfishness, enthroning conscience, leading the affections outwardly in good will towards man, and upward in gratitude and reverence to God.

Far above and beyond all special qualifications for special pursuits, is the importance of forming to usefulness and honor the capacities which are common to all mankind. The endowments that belong to all are of far greater consequence than the peculiarities of any. The practical farmer, the ingenious mechanic, the talented artist, the upright legislator or judge, the accomplished teacher, are only modifications or varieties of the original *man*. The man is the trunk; occupations and professions are only different qualities of the fruit it yields. The development of the common nature; the cultivation of the germs of intelligence, uprightness, benevolence, truth that belong to all; these are the principal,

the aim, the end—while special preparations for the field or the shop, for the forum or the desk, for the land or the sea, are but incidents.

The great necessities of a race like ours, in a world like ours, are: a Body, grown from its elemental beginning, in health; compacted with strength and vital with activity in every part; impassive to heat and cold and victorious over the vicissitudes of seasons and zones; not crippled by disease nor stricken down by early death; not shrinking from bravest effort, but panting, like fleetest runner, less for the prize than for the joy of the race; and rejuvenant amid the frosts of age. A Mind, as strong for the immortal as is the body for the mortal, alike enlightened by the wisdom and beaconed by the errors of the past; through intelligence of the laws of nature, guiding her elemental forces, as it directs the limbs of its own body through the nerves of motion, thus making alliance with the exhaustless forces of nature for its strength, and clothing itself with her endless charms for its beauty, and wherever it goes, carrying a sun in its hand with which to explore the realms of nature, and reveal her yet hidden truths. And then a Moral Nature, presiding like a divinity over the whole, banishing sorrow and pain, gathering in earthly joys and immortal hopes, and transfigured and rapt by the sovereign and sublime aspiration **TO KNOW AND DO THE WILL OF GOD.**—*Horace Mann.*

OFFICIAL DEPARTMENT.

DUTIES OF DISTRICT COMMITTEES. The school laws require that "the committee of every district shall, on or before the 15th day of September, make a written report to the School Visitors of the town." The blank forms for the facts required in this report were sent to the acting school visitors for distribution last winter. No district is entitled to any portion of the public money unless this report is duly made. If the district committee, after proper notice from the school visitors, fail to make this report, the fact should be mentioned

by the school visitors in their report to the Superintendent, and also in their February certificates to the Comptroller.

DUTIES OF SCHOOL VISITORS. The acting School Visitors are required by law, "to make a full annual report of the condition of the common schools of the town, and of all the important facts concerning the same, to the Superintendent of common schools, on or before the first day of October, annually, and to answer in writing, all inquiries that may be propounded to them on the subject of common schools by the Superintendent." They are also required to prepare an abstract of such report to be read at the annual meeting of the town.

In nearly all the towns of the state these annual reports are carefully prepared by the School Visitors, and transmitted to this office with the answers to the inquiries propounded in the circular issued, within the time specified. There are, however, every year, a few towns from which it is difficult to get a full and complete report. The neglect or omission of the school visitors of these towns, is not only the cause of much perplexity and additional labor in this office, but also subjects the towns to a forfeiture of the school money. Providential reasons may sometimes justify a delay, but in a majority of instances, it has been found that those towns which are wanting in reports at the proper time are those in which there is little public interest in schools, or those in which the schools are for some reason deficient in the requirements of the laws.

The following are the amendments to the school laws, passed by the General Assembly, May session, 1863. *

CHAPTER VIII.

An Act in addition to "An Act concerning Education."

That in all cases where school districts have heretofore fixed or authorized their committee to fix a rate of tuition, in accordance with Chapter XLIII of the Public Acts of 1859, but have neglected to make out and deliver the rate bills and assessments for the same to the collector, within the time limited by Chapter LXII of the Public Acts of 1840, such rate bills and assessments shall not be invalid

by reason of such neglect, but shall be valid and collectable, if in other respects according to law.

Provided, That this act shall not affect any suit now pending.

Approved, June 19, 1863.

It will be noticed that this act does not affect any cases under the present laws, passed in 1862.

CHAPTER IX.

Towns shall have the same powers and be subject to the same regulations, in taking and for school uses out buildings, and convenient accommodations for schools, as are by law conferred on school districts, as provided in sections twenty-four, twenty-five and twenty-six of Chapter III., of an "An Act concerning Education," passed May session, 1856. Approved, June, 19, 1863.

By the provisions of this act, towns may take land for school purposes, and when an agreement can not be made with the owner in regard to the price, the value may be assessed by a committee appointed by the Superior Court.

CHAPTER XLIV.

SEC. 1. Whenever any school district shall impose a tax, the interest of all manufacturing and mechanical business now by law subject to taxation, whether carried on by corporations, copartnerships or individuals, except so far as the same may consist of real estate situated out of the district, shall be taxed in the school district where said business is located or carried on, whether the owner or owners reside therein or not, and said property shall not be taxed in any other school district.

SEC. 2. An act in addition to, and in alteration of "An Act concerning Education," approved, July 1, 1862, being Chapter XXIII. of Public Acts passed May session, 1862, is hereby repealed.

Approved, July 10, 1863.

By the law of 1862, mercantile business was also taxed in the district in which it is located. The effect of this act is to leave this branch under the general laws.

DAVID N. CAMP,

Superintendent of Common Schools.

NEW BRITAIN, Sept. 18th, 1863.

MILITARY TERMS—CONTINUED.

PALISADES. A fortification consisting of a row of stakes sharpened and set firmly in the ground.

PARADE. The assembling of troops in a prescribed manner. When equipped with arms it is called a dress-parade; when without, undress.

PARALLELS. The deep trenches parallel to the general direction of a fort, by means of which the besiegers approach it.

PARAPET. The mass of earth or masonry, elevated so as to screen a place from a fire of the enemy. It is made so thick that a shot can not penetrate it.

PARK. A number of cannon arranged in close order; also, the place where they are.

PAROL. } The word of honor given by a prisoner to his captor.

PAROLE. } The word of honor given by a prisoner to his captor.

PATROL. A small party under a non-commissioned officer, which goes through or around an encampment at night, to keep order.

PICKET. A small outpost guard.

PIONEERS. Bodies of soldiery provided with suitable implements, who go in advance to clear the way.

PLATOON. One half a company. The two platoons are called respectively first and second platoons.

POINT-BLANK. Having a horizontal direction; direct,—as, a *point-blank* shot.

PONTOONS. Boats, or inflated india-rubber bags, upon which planks are placed to form a bridge.

PORT-FIRE. A cylindrical case of paper, filled with a combustible material, and used, sometimes, in firing cannon.

QUARTER-MASTER. The officer whose duty it is to provide the soldiers with quarters and clothing. The quarter-master's department of the United States embraces officers of all grades, from the colonel commanding to captains.

RALLY. To re-form disordered troops; to bring skirmishers into close order; to collect retreating troops for a new attack.

RAMPART. A broad embankment surrounding a fortified place. It includes the parapet and other raised works.

RANK. The range of order or seniority in commission.

RANK AND FILE. The corporals and privates of an army, or those who parade in the ranks habitually. Lineal rank is the order of promotion by seniority. Brevet rank is honorary rank conferred for meritorious service.

RATIONS. The daily allowance of meat, bread, and other provisions to a soldier.

RECONNOISSANCE. The survey and examination of a portion of country, or any point, with a view to military movements.

RECRUIT. Literally, a soldier enlisted to take a vacant place in a company; commonly, any new soldier.

REDAN. A portion of fortification included in a single salient angle.

REDOUBT. Any small, isolated fort. It is usually defensible on all sides.

REGIMENT. A body of troops comprising ten companies, and commanded by a colonel.

REGULATIONS. A system of orders and instructions on all subjects connected with the management of the army. They are published together, and constitute "The Army Regulations."

RELIEF. A division of the guard—usually one-third. These are called first, second, and third relief. The sentinels of each relief are on post for two hours and off for four.

RESERVE. A select body of troops held back for a decisive moment. In light infantry, the compact nucleus upon which the skirmishers rally.

RETREAT. The parade at sunset, when the evening gun is fired, and the flag taken down for the night. To retire from the front of the enemy.

REVEILLE (*revalya*.) The early morning drum-beat and roll-call, usually accompanied by the morning gun.

REVETMENT. Any wall or strengthening process of the earthworks of a fort. Sometimes a work is revetted with sand-bags or fascines. Permanent forts are revetted with masonry.

REVIEW. An inspection of troops under arms, by a commander, to ascertain the state of their discipline, equipments, etc.

RICOCHET (*rikoshet* or *rikosha*.) The rebounding of a shot, usually propelled by a small charge, and with the gun pointed at an elevation of less than ten degrees. By striking in more spots than one, it does greater damage.

ROLL-CALLS. Stated daily parades of the company, with or without arms, for calling the roll and seeing that every man is in his place.

ROSTER. A list of officers and men, from which details for guard and other duties are made.

LOCAL AND PERSONAL.

MADISON. We visited the schools in the East River and Neck Districts, August 20th. There were twenty pupils present in each school, the number registered being 29 in the first, and 28 in the second. These were ordinary district schools, with children of different ages, from four to fourteen, all in elementary studies. The schools appeared well, the lessons recited were fair. The school room in the East River District was very neat.

EAST HAVEN; Woodward District. We attended the closing examination of this school with the acting School Visitor, Mr. Morris. The classes in reading appeared well and were closely questioned by the acting Visitor. His method of examination was excellent, and enabled him to determine the exact condition of the classes. This school

has been fortunate in having good teachers, but suffers from frequent changes. Mrs. E. Herrick, the last teacher, has been appointed Assistant in the First Department of the Fair Haven schools.

NEW MILFORD. The schools of this place are gradually improving. We have seldom heard better school reading than that of the higher departments of the Center school, under Mr. C. A. Todd, or more distinct enunciation than that in the lower department under Miss Nettleton.

The school-houses of the town have been much improved and an entire uniformity of text-books has been secured.

There are several private schools in the place. We had time to visit but one, a young Ladies' school taught by Miss Spalding, from New York. Hon. A. B. Mygatt has taken a deep interest in this school, furnishing a building erected for this express purpose, and in other ways contributing to its efficiency. The appearance of the school was excellent.

SHARON. We met several friends of Education in this place. There are a few good school-houses in the town. But there is much need of improvement in school buildings, and more than all, there is needed a good public High School in the center of the town, with accompanying departments of lower grade, in the place of the numerous small district schools which are now continued chiefly by the revenue from public funds.

NORMAL GRADUATES. Of the members of the last graduating class of the State Normal School, Misses Butts, Cowles, Miller and Paddock, are teaching in New Haven; Miss Hotchkiss at Wolcottville, Mr. Johnson at Greenville; Mr. Hotchkiss at Fair Haven and Mr. Pratt at Belvidere N. J.

WOLCOTTVILLE. Mr C. B. McLean, late of Fair Haven, has been elected Principal of the Graded School in this place, and has commenced his labors under very encouraging circumstances. The friends of popular education at Wolcottville are determined to have a good school.

WINSTED. A large and interesting Institute was held in this place early in September. More than one hundred Teachers were enrolled as members, and a good degree of interest prevailed throughout the session.

CONN. STATE TEACHERS' ASSOCIATION. The next annual meeting of this Association will be held at Rockville. The exercises will

commence Thursday evening, October 29th, and continue through the day following. We have not yet seen any circular but learn that J. N. Bartlett, Esq., of the New Britain High School, and B. B. Whittemore, Esq. of Norwich, are to lecture, and that more than the usual amount of time will be devoted to the discussion of subjects of interest to teachers.

The citizens of Rockville have very generously proffered free entertainment to female teachers who may attend the meeting, and gentlemen will be accommodated at the Rockville House at reduced rates. Let us have a large meeting. Why not?

TEACHERS' INSTITUTES will be held at DURHAM, Oct. 6th, 7th, 8th and 9th; at SALEM, Oct. 20th and 21st; at NORWICH, Oct. 22d and 23d; at HEBRON, Oct. 27th, 28th and 29th, and at GUILFORD, Nov. 3d, 4th, 5th and 6th.

The place for the Institute in Fairfield county has not been fully determined, but it will probably be at *Brookfield*, Oct. 13th, 14th, 15th and 16th. Due notice will be given by circular and otherwise.

APOLOGY. We have been under the necessity of preparing the present and preceding number under very unfavorable circumstances. Until nearly time to go to press, we were depending upon some of our Associate Editors to furnish copy, but in each case they were prevented by illness or otherwise, from giving attention to the matter. This must be our apology for any lack of interest in the present issue.

☞ The excellent article of "Beulah B" will appear in our next. It was accidentally overlooked until too late for this number.

☞ We would call special attention to our advertising pages.

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CONTENTS—OCTOBER.

Penmanship,	257
School Supervision,	263
How to interest Pupils in their Studies,	366
Study the Character of your Pupils,	267
Defective Education,	269
Don't help too much,	270
Dull Scholars,	271
A new School year,	273
What is Education,	274
Official Department,	277
Military Terms,	280
Local and Personal,	281
Book Notice,	283

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WASHINGTON CITY, April 20, 1860.

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